



Universal Education—The Safety of a Republic.

VOL. XIX.

ST. LOUIS, SEPTEMBER 9, 1886

No. 9.

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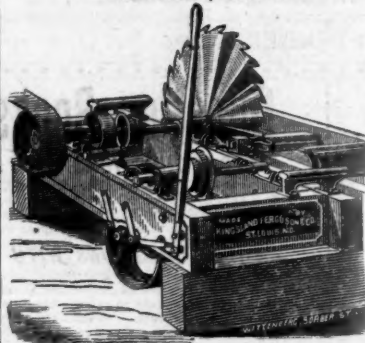
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VOL. XIX.

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No. 9.

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St. Louis, September 9, 1886.

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DEPARTMENT OF THE INTERIOR,
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Washington, D. C., Aug. 6, 1886.

SIR: My resignation offered last Fall, on account of breaking health, has just been accepted, and I am permitted to-day to announce that Hon. N. H. R. Dawson, of Selma, Ala., will immediately assume the duties of Commissioner of this Office.

Thanking you and all friends of education for the aid so fully extended to me, I desire to ask for my successor the heartiest co-operation.

The supreme task before him can be accomplished only by the hearty aid of American educators.

Very sincerely,
Your obedient servant,
JOHN EATON, Commissioner.

HON. W. E. COLEMAN, State Superintendent of Public Schools, was re-nominated on the first ballot, and will be re-elected by an increased majority—as he ought to be.

He has been honest and economical in the administration of the school affairs of the State.

ARE our teachers doing all they can to increase and insure the attendance of all the children of school age?

Make the school strong, vigorous, attractive, bright, cheerful and happy, so that every pupil will find in it an inspiration to do his best. This is what is now demanded of our teachers.

We shall be glad to have our friends call and see us at No. 11 north 7th Street, when they visit St. Louis.

There will be thousands of teachers and school officers in the city to witness the splendid festivities in Sept. and Oct. Come directly to our office and leave your things until you get settled.

PLEASE ANSWER.

WILL some of the teachers under whose eye this may fall, be so kind as to send to the AMERICAN JOURNAL OF EDUCATION word as to what mark they would give in an examination paper on Physiology to the following answer:

Question. Describe the position of the liver.

Ans. "The liver is situated so that of the stomach and a little to the right."

We will suppose the questions to be marked on a scale of 10. That is, if the teacher considers the answer perfect, she will mark 10, and so on according to the degree of her satisfaction with the answer.

It seems to me that the comparing of the different marks given by different teachers to this actual answer will be very interesting, and I am sure that the Editor of the JOURNAL will have the kindness to print them for us.

ANNA C. BRACKETT.

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To make our schools places of preparation for the actual duties incident to all of the common occupations of men and women, is the thing to be done.

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SINCE moral character is an essential condition of good citizenship, the state should see that these schools afford moral education as well as intellectual education.

WHEN you come to look over the valuable work our teachers have done, and are doing, in rolling up an increase of over *two hundred and fifty millions of dollars* in the wealth of the State, during the last eighteen years, certainly we ought to be willing to keep the schools open *nine* months in the year, and make the average wages \$50.00 per month at least. We can do it.

AT THE HEAD.

LOOK at these facts. The St. Louis *Republican*, puts "School-houses" and "Education" as first, and at the head, of the influences which have contributed to the marvelous growth and prosperity of "Grand Old Missouri."

Our teachers ought to put these facts into the local papers—let the *people* and the tax payers see the worth and results of their work.

The *Republican* of Aug. 22nd, says: "Missouri in the last sixteen or eighteen years has presented such a steady growth in education, population, temperance, public order, general prosperity and popular contentedness, as to make even a proposition for change inadmissible?"

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\$700,000, and the school district taxes to \$2,800,000; the state credit has been raised from a borrowing rate of 6 per cent. to 3 per cent.; one hundred of the 114 counties in the state have one or more railroads.

Again the *Republican* says:

"The multiplication of school-houses, churches and manufacturing enterprises, the rapid extension of the tilled area, the increase of staple crops, and the marked development of stock-breeding, show a people growing in all the elements of prosperity and power, unvexed by harassing agitations, and dwelling together in a cordial amity."

The "growth in Education and the multiplication of School-houses are the two agencies placed first in adding to the wealth of the State the last eighteen years over *Two Hundred and Fifty Millions of money*."

Our teachers are doing a valuable work. "Intelligence pays."

Grand Old Missouri!

THE question presses upon the teacher all the time as to what more can be done, now to aid the children while they are in school?

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CAN DO NO MORE.

THE *Official Report* of the U. S. Commissioner of Education says:

"Almost without exception, the State and school officers of the Southern States are agreed that their States can do no more at present. They admit their increasing prosperity; they point as they may well do, to the rapid increase in their school funds, amounting as our tables show to something over \$2,000,000 since 1882; but over against these facts they call to mind the continued depression of all valuations in their midst, the long prostration of business, their want of school accommodations and of trained teachers, and, above all, the burden of illiteracy which rests upon them, and they declare that this illiteracy cannot be overcome by means of the State and local funds as rapidly as the interests of the particular States involved and of the entire nation demand. We have even more impartial testimony upon this point.

"Hon. J. L. M. Curry said in his latest report to the trustees of the Peabody fund:

"The States which comprise the field of the operations of the fund gradually increase in their material resources. With advancing prosperity come corresponding ability and in-

clination to foster general education. With increased taxable property school revenues increase."

"But, while this admission was fully confirmed by the knowledge of the trustees themselves, the facts as known both to them and to their agent were still such as to lead them to renew their appeal to Congress for "FEDERAL AID."

Since 1882 enrolment in the colored schools of the Southern States and the District of Columbia has increased by 199,331, and, as a rule, average attendance has proportionately increased. The Commissioner observes that "evidences are not wanting that work carried on in the past has effected a great improvement in the morals, industrial habits and general intelligence of the colored people. This is more and more apparent to me as official duty calls me year after year to renew my personal observation of different sections of the South, and my opinion is confirmed by the statements of many eminent men, thoroughly familiar with the field."

WHAT OUR AGE DEMANDS.

PROF. C. M. WOODWARD of the Manual Training School of Washington University, who has studied carefully the systems of Education not only in this country but in Europe, in a recent address on the character of the education our age seems to demand and of his observation upon the systems in vogue in the Old World, said:

"While I sympathized deeply with much of the recent theory of education in France, for instance, I found little in their methods which can be of value to us. I learned, as I have elsewhere said, more often how not to do things than otherwise. And the latest German work upon "Arbeits Unterricht," the "educational value of shopwork," shows that they are aiming at something already realized in St. Louis.

And not in St. Louis alone. Since I presented a report here two years ago the progress of manual training has been rapid and wide. In every important centre the subject has been discussed, and in half of them schools closely copied after this had been begun. Of our own graduates, young and immature as they are, at least eight have been engaged as teachers of the peculiar features of this school. We shall have in this school next year students from every state, from Galveston to Minneapolis, from Denver to New York. Since the first of December last I have given, by special request, eight public addresses on manual training in as many of our large cities, not including St. Louis, and the interest is now greater than ever.

Our early and unfailing friend, to whom this school owes so large a debt of gratitude for substantial encourage-

ment and aid from its inception until now, Mr. Samuel Cupples, writes me from Europe to congratulate us on our good fortune in beginning aright. The broad, unbiased policy we adopted leaves little to be desired, and our success in turning out young men of unquestionable value to the community is every day our most potent argument.

This school is not for a trade, nor for a low or sordid motive. These hands which can direct a tool can wield the pen and the pencil. Every boy is a master of three languages, as these essays, these drawings and those exercises in wood, iron and steel clearly show. What they know of Latin and French, though of unquestioned value, is not to be compared with these in their outfit for the work of life.

It is significant of the value parents put upon our system of education that many of our present students are the brothers of former pupils. On Monday a father came to arrange for the admission of the third of his sons. Said he: "No one can doubt what I think of this school. My actions in incurring the expense consequent upon attendance here speak louder than can words of my approval of your course of instruction."

The average salary paid in Grand Old Missouri now is \$47.50 per month.

Let us work it up to an even \$50.00, as a minimum, and let us create a public sentiment which shall demand that schools be continued in session *nine* months out of the twelve,—that teachers all over the State and the country shall be paid at the end of each month as other state and county officers are paid.

EDUCATIONAL VICTORIES.

ONCE more the great army of teachers who have been taking their summer vacation and their needed rest return to their work. Two hundred thousand active laborers, from Maine to Texas, cease for a few weeks or months their useful toil. Happily the common school system now embraces the whole country and every citizen. Texas vies with Maine in the excellence of at least some of its schools; San Antonio has its accomplished teachers as well as Portland. Every section of the Union feels the necessity of knowledge; every section is prepared to admit that it is only on the threshold of the wide intelligence that awaits it in the future. We look forward to the time when education shall soften every character, and blend men together in the equality of a common refinement.

But as yet we are only in the dawn of the art of teaching. The most recent improvement is to make it practical, to inspire young children with the love of work, and to give every young man some useful trade. This was the Jewish, the Arabic, the

Persian idea; even their princes learned some useful handicraft, and practiced it when driven from their thrones.

In our republic this universal education in the arts is become more than ever necessary. Our vast fields are still only imperfectly cultivated. We have wasted our agricultural resources by ignorance of the common laws of science. Virgil and Hesoid were better farmers than many of our modern cultivators, the destroyers of the soil.

Our forests—the crown of our rural wealth and beauty—we have suffered to be torn away from us. In Germany the Black Forest is finer and more productive than in the days of Gustavus Adolphus. In New York even the Adirondacks are scarcely safe from the spoiler's hand.

The reports of the Bureau of Education point out the condition of knowledge in all parts of the world. The survey is singularly interesting. The dark places of the earth are already touched by the light of a new knowledge.

In our own country, even Arkansas has shown a real interest in its common schools, and Florida has its active educators. In Central America, Guatemala and Costa Rica extend a free primary instruction to all. Brazil and the Argentine Republic are rivals in their zeal for knowledge. The Republic made education compulsory in 1884; Brazil in twelve years has doubled the number of its free schools. The German states are still the best educated portion of Europe; but France is rapidly advancing, and even Russia has already some of the best of the European technical schools. Russian students can now build their own railways and bridges.

The worst educated parts of Europe are in Spain, Ireland and Austrian Poland; perhaps, too, in Russia. In some sections of Ireland, the sections where agrarian crime is active—nearly one-half the people are wholly uneducated. In some parts of Polish Austria almost the entire population is reported illiterate, savage and wild. Bohemia is a little better trained; but at Schuttenhofen thirty-nine persons in every hundred are no better off than their Polish neighbors.

British India has its excellent free schools; even Egypt and Cape Colony show their zeal for knowledge and public instruction. Africa, once the centre of the arts, is again asking for their restoration. Siberia petitions for free schools; Australia is becoming an enlightened community. But of all the recent triumphs of the teacher, the most complete is that of Japan. The circular of the Bureau on "Education in Japan," 1885, is as interesting and marvelous as a fairy tale. The Japanese fabric of knowledge has sprung up almost in a moment. The native historians relate

that their country was once highly educated under its early emperors; at last the schools had sunk to utter decay. In 1872 the first educational law was passed; and Japan now has a system of common schools as complete as that of New York. It has its Kindergarten and its normal schools, its elementary and secondary education, its technical schools, its scientific and law schools, and a university. French, German, English and Chinese are learned by its accomplished students. Even China itself must fall at last into the hands of the common school teacher.

Such in 1886 are the victories of education. It is plainly moving over the earth. It softens savage races and teaches a common humanity. It has produced the rarest discoveries in science and the simplest improvements in life and manners. To what an endless progress in the future it distinctly points we may easily infer. —Eugene Lawrence, in *Harper's Weekly*.

OUR teachers specially need to get more and more into contact and converse with things outside of, and out of sight of, the school room.

We are giving them the best facilities for doing this by furnishing the *New York Weekly World* for 50 cts, or the *Weekly Globe-Democrat*, ten pages, for fifty cents, with the AMERICAN JOURNAL OF EDUCATION—both papers for \$1.50—or all three papers for \$2.00, sent postpaid one year.

THE fact is, that both reason and experience demand Maps, Globes, Blackboards and Charts in the school-room as potently as necessity calls for them upon the farm.

These things are not only invaluable but are absolutely necessary to the success of every school.

In fact the school law says that directors shall provide the necessary articles.

RECOGNITION.

ANNA C. BRACKETT.

THERE is nothing more delightful to me than to recognize a good teacher. If I want to know what kind of a teacher any one is, however, my surest way is not even to go into her class-room. That is very well, but it shows me only what she is doing for one-half hour or for one day. It is true that I can gain much knowledge of her from the general atmosphere of the room, more than from her actual and present work. Cheerfulness and alacrity on the part of the pupils show that they are clear in their minds, and have not been dragged out of their depth by short-sighted ambition, or pushed back into the slough of despond by laziness and incapacity. No child can be or look happy whose mind is in a state of confusion. If too I find in the pupils, not the typical American smartness

and pertness, but a spirit of earnestness and seriousness in their work, I judge well of the teaching. But for a real thorough testing of a teacher's work, give me as a pupil a girl who has been taught by her for several years. There can be no doubt then. It seems to me that no two minds can ever come into closer contact than minds of teacher and taught. And with a new pupil, the very first business of the teacher is to put her own mind into a sort of passive state, or rather, perhaps, I should say, into a state of active reciprocity. Montaigne expresses somewhat the idea when he says that the master should make the new pupil "trot out before him," that he may judge of his mental build from action and paces.

The teacher must set the new pupil at work, and then watch and listen to see how she works. The words "watch" and "listen" are, however, too physical to be used here, for the link between the two minds is finer than the electric current. The teacher simply sets the pupil to work and then holds herself in a state of perfect reciprocity as to the impressions which she may obtain from the action. I do not mean that she does this at once or for once. But she does it every day in every recitation, and perhaps the power to pass instantly from the active to the passive state and back again, is the most distinguishing and essential characteristic of the mind of a genuine teacher. She does it every day and in every recitation, and when the impression that comes back to her is clear and full and strong, she knows that the previous teaching of that child has been good.

I had this experience very vividly a year ago. A girl came into my hands towards the close of the year. I found her clear in all her mental conceptions as far as she went, and when she came to the line which separated the known from the unknown, she recognized it at once. When she met a difficulty, she did not rush at it headlong or try to avoid it. She collected all her power and approached it cautiously, but never timidly. When she did not understand anything, she said so honestly and frankly. When she desired related information, she asked for it. She had mental honesty and mental self-respect.

When I see an excellent "wire joint," I know that a good plumber has had his hand at it; a smoothly fitting seam shows a good seamstress; and a sliding door that does not creak and rub and catch, betrays a good carpenter. So I knew this girl had had a good teacher. I did not examine her by a set of questions, and grade her teacher by the percentage gained, but my mental education-meter ran up to 99½, and I sat down and wrote to that teacher, a perfect stranger in a New Jersey town; for I

felt that I wanted to know her, and to tell her that I did know her.

I have a genuine and hearty respect for even a bootblack who does his work well. Even the conscientious and thorough hostler has my glad appreciation. But to meet intellectually a good teacher, is a pleasure "whose price is far above rubles." "The" parent's "heart doth safely trust in her, so that he shall have no need of spoil for she will do him good and not evil all the days of her life." And so on with all the rest of the chapter, word for word.

LONGER SCHOOL TERMS.

B. G. NORTHPROP.

YOU are right in advocating the increase of the school term to nine months. In case a child can attend school but ninety months in his life, it would be far better for him to complete his schooling in ten years than in eighteen years. Whenever school year ranges from three to five months, his school life involves a series of beginnings with no completion. More time is given to forgetting than to getting, and much progress is lost in tracing and retracing his former steps. Knowledge is more easily acquired in early life, when curiosity is awake and memory is receptive.

The period under fourteen years of age is not only the most favorable for study and discipline, but least valuable for any industrial pursuits. In several States the employment of children under thirteen or fourteen years of age is prohibited by law. To the working classes, it is a great gain to have a full school course precede the age of productive industry. On account of the very short terms in some States, the total school training of many youth is limited to thirty months—and often even less—and that means, not one-third of the school privileges which they would have received had the school year been continued nine months.

Clinton, Conn.

REMEMBER, that it was a set of demagogues and small political tricksters in the House of Representatives who prevented action by that body, on the Blair Bill during the last session of Congress, and that it costs the country over fifty millions to pay for the results of ignorance for the last year. Ignorance costs. Intelligence pays.

ARRANGE early to give an Exhibition and get some "tools to work with." The parents, the patrons and the pupils, all like to have this done, and you can raise the money to get the school a Globe, a set of Maps and Charts and an increase of your Blackboard surface. All of these are absolutely essential to the success of the school.

Have a short argument made on the necessity of keeping the schools open nine months during the year.

ARKANSAS

EDITION

American Journal of Education.

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FRANK J. WISE, Pine Bluff, Ark. Editors.
J. B. MERWIN

"We must get rid of the dark cloud of ignorance or we perish," says *The Meteor*, at Malvern, Ark. "Voting against public schools is like taking poison when you are sick, it only perpetuates the disease and insures death—so voting against the five mill tax only perpetuates ignorance, perpetuates poverty, and brings social, civil and political death."

ARKANSAS can easily secure \$2,508,170.97 for school purposes, if all the teachers and school officers petition for the passage of the Blair Bill; and this too—be it understood—without any material increase of taxation.

With this the schools could be kept open nine months out of the twelve, and they could pay the teachers a minimum salary of fifty dollars and a maximum salary of what they are worth.

This ought to be done.

THE *Meteor*, Malvern, Ark., says that there were 53 teachers in attendance at the Teachers' Institute in Hot Springs county, and that "we would have made a polite courtesy to Uncle Sam if he would have given to Arkansas five millions to help lift the dangerous weight of 37 per cent. of illiteracy from the burdened shoulders of our people by enabling us to run our schools eight months each year instead of three as now."

Well, did all the teachers ask for the passage of the Blair Bill? How did the House of Representatives know you wanted the five millions of dollars for school purposes?

The work of the Institute was conducted by Prof. J. F. Howell in an interesting, instructive and able manner; his labors tended to emphasize the most advanced methods in school, room work and riveted the attention of the Institute intensely, and we doubt not its grand influence will be felt in better work in all our schools.

Prof. Howell is one of our most advanced educators.

TEACHERS and school officers should together study carefully Section 6227 of the Arkansas School Law, which requires school directors to make their annual and enumeration reports by the 10th day of September, and make affidavit to them—all of which should be done promptly. This annual report must include all matters concerning the school that have transpired between June 30th, 1885, and June 30th, 1886, inclusive, and those only.

THE eye takes in at a glance more than words reveal by the best explanation which can be given, so when the schools are properly furnished with Maps, Globe, Blackboards and Charts, instead of drinking at a dull stagnant pool, and becoming themselves more stagnant, and relapsing in body and mind into nothingness, you will see how, by the use of these things, both the teachers and pupils will be vitalized and energized in all their study and work.

New hope will be kindled.

New ambitions started.

With eager steps children will press to these living fountains, and catch early the real value and import of every lesson.

Nay, more—they will become themselves, through these helps, a living reservoir of energy, wisdom, and success, passing on and up, reflecting honor upon those who aided them, and paying back many fold, in many ways, by all elevating and ennobling influences, the trifle it costs to start them.

How much our teachers can reinforce themselves and every lesson they teach—with the great *Weekly* papers, we give as a *Premium* with the AMERICAN JOURNAL OF EDUCATION.

It lifts them into another world and reveals all that is important to them in all climes and zones and among all people.

THE free school costs about one-half as much as a subscription school, says the *Malvern*, (Ark.) *Meteor* and they are far better and more efficient.

If we ever succeed in educating the masses it must be through the free school system, and they must be kept open nine months in the year.

The minimum salary paid should not be less than \$50.00 per month. No competent teacher can afford to teach for less than that, and incompetent teachers should not be employed at all.

LET us make a continuous effort for a nine months' school, and that the minimum salary paid teachers shall be \$50.00 per month. With these conditions we can make the schools what they should be, and train the people for the full discharge of the duties and responsibilities of American citizenship.

NOT one of the branches of learning ordinarily pursued in educational institutions below the grade of college is superfluous. All come in play, and directly or indirectly supply that information or that ability needed by every voter, in order that he may vote—that is, govern—well.

HORSFORD'S ACID PHOSPHATE In Inebriety.

DR. C. S. ELLIS, Wabash, Ind., says: "I prescribed it for a man who had used intoxicants to excess for fifteen years. He thinks it of much benefit to him."

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19-7-61

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THE Premium of the New York Weekly World, made up mostly from the Sunday Edition—choice, clean, pure reading matter—the best culled from all sources.

The circulation of this Sunday issue is over 255,000 copies; so you see it must be popular and what the people want.

We try to keep up with all the good things being done in school matters, but it seems we do not succeed.

It is fifteen States instead of ten which have passed laws prohibiting the sale of the police papers and kindred publications. We hope every State will pass a law prohibiting the sale of such papers at the next meeting of their legislature.

Texas and Georgia lead off in this movement greatly to their honor.

NORTH CAROLINA.

SHOWS a steady increase in the enrollment in her schools, and in the average attendance, number of schools, and number of teachers. The teachers also give evidence of better training. The improved school law has accomplished much good.

Prof. N. B. Henry, of the University of North Carolina, carries with him an experience of great value, and an enthusiasm which never flags—a host of himself. He has already, with his able coadjutors, inaugurated a successful series of

TEACHERS' INSTITUTES,

or short term Normal Schools, from which we hear the best reports.

In the "School of Normal Instruction" which is a part of the University, he will on

SCHOOL ECONOMY

give five recitations weekly during the first year:

This course embraces instruction upon the following subjects: The school-house, including its architecture, arrangement, method of ventilating, warming and lighting; the size, arrangement and ornamentation of the grounds; organization of the school; course of study and daily programme; school regulations and enforcement of the same; relations of the teacher, the pupils and the patrons; qualifications of the teacher.

Another strong feature is this,—that with the consent of the Faculty, pupils in the Normal Course may, without additional cost, enter any classes for which they may be prepared in any of the regular courses.

North Carolina would receive from the "National Aid" fund \$5,749,121.37—and she needs every dollar of this money, and ought to have it.

The United States appoints a Postmaster for every postoffice in the State; sends an Inspector down through there often. Massachusetts, Rhode Island, Connecticut, and other States, contribute over one hundred and fifty thousand dollars to help the people pay their postage!

It don't seem to hurt them at all,

to have the "government at Washington interfere" and send its officers into every town in the State where there is a postoffice.

It would very materially help the State to get the \$5,749,121.37, to which she would be entitled, if the "National Aid" bill passed—as it will pass. If we can help her pay her postage—and postage is very cheap now—without hurting her—we can help her educate her illiterates.

Then she could keep her public schools open nine months in the year and pay her teachers a minimum salary of \$50.00 per month!

We speak thus, and plead for this, because we wish to see this 'Grand Old State great and beneficent in the future.

THE Boston Post speaks of our Premium the Weekly World as follows:

"Never was the superiority of a newspaper to a magazine made more manifest than by THE WORLD when it republishes the whole of the first number of Miss Cleveland's Literary Life in one of its corners. The reproduction of the entire magazine occupied only one-sixth of the paper, which is only one-half as big as the Sunday issue at that."

CERTAINLY when you come to examine the matter, the Chicago and North Western Railway have reduced traveling not only to a luxury but to a "Fine Art" as well.

This magnificent line recently made a run through from St. Paul to Chicago, 409 miles, in 11 hours, or a little over 37 miles an hour, including stops.

The Chicago and North Western R. R. takes the travel because it relieves passengers of the discomforts usually incident to journeys by rail by adding to its track, train and depot equipment all known conveniences and comforts, and by arranging its train service so as to secure to passengers quick time and Close Connections in Union Depots with branch and connecting lines. It is the Great Through and Short Line between Chicago and Milwaukee, Madison, Winona, St. Paul, Minneapolis, Cedar Rapids, Council Bluffs, Omaha, Denver, Salt Lake City, San Francisco, Portland, Oregon, and all points in the West and Northwest. It runs Palatial Dining Cars, Palace Sleeping Cars, Superb Parlor Cars, and Elegant Day Coaches on its through trains. If destined for any point West, North or Northwest of Chicago, ask your nearest ticket agent for rates and tickets via the Old Reliable "Northwestern" R. R.

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R. S. HAIR,
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Chicago, Ill.

"WOMEN drink liquor," says a writer, "and yet they never see snakes."

Guess you haven't posted yourself far enough back. Did you ever hear of Eve?

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TEXAS

EDITION

American Journal of Education.

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W. S. SUTTON, Ennis, Tex } Editors.
J. E. MERWIN }

TEXAS.

PROF. OSCAR H. COOPER, of Houston, was nominated by the State Democratic Convention for Supt. Public Instruction. His nomination gives general satisfaction to the teachers of Texas, and we predict a brilliant administration for him.

The Summer Normals this year were more largely attended and more successful than ever before. The State must continue them, and more of our teachers must attend them, if Texas is to take the front rank educationally among the States of the Union.

The Blair Bill, even if it never passes, has done much good. It has served to call attention to the usefulness of the teacher and has established upon a firmer basis the great facts that teaching is a noble and honorable profession, and that it should be carefully and generously fostered by the people.

The education of the people is not only a means, but the best means of obtaining that which all allow to be a chief end of government—*Macaulay*.

Do we teachers think enough about this chief end of government? Are we sure we know what it is? Do we teach as if the truth of Lord Macaulay's statement penetrates every fibre of our being? How many of us simply give instruction in arithmetic, how to get the answers—in reading, how to pronounce the words—in writing, how to form the letters—in history, how to overload the memory with useless facts and small details? How many of us neglect the great "government" question which, as the English Statesman says, is involved in education?

There is a vast field for thought here, a field for daily thought; and the honest, patriotic teacher, in exploring it, will benefit his fellows and amply repay himself.

Who can estimate the good the 8,000 teachers of Texas will do this year? Every day for the next nine or ten months thousands of the Texan youth will be taught by precept and example, lessons of punctuality, sobriety, truth, self-denial, manliness, patriotism, charity, and of every other virtue that should adorn the character of a true American. In the days of the old Roman Republic it was a greater honor to be a free-born Roman than to be a king. In those latter days it depends largely upon our teachers whether the same assertion

can be truly made concerning the people of our free government.

Who then can place a value upon the labors of the educator? Can it be reckoned in dollars and cents?

HON. JAMES ORR, of Terrell, Texas, says:

"Every community in the state, with sufficient children to support a school, is able to erect and furnish a building; and a part of the mission of our teachers and the friends of education is, to keep this matter before the people till they awake to its importance and take hold of the matter in earnest."

Every school in Texas too should be open nine months out of the year, and the minimum salary should be made \$50.00 per month.

LET the teachers talk over the matter of some "tools to work with," in the school room, such as Maps, Globes, Charts, and see to it that there is plenty of good Blackboard surface. The cost of these articles when scattered over all the taxable property of the district to each individual taxpayer is so small that the best mathematician cannot figure it out.

Each child gets the benefit of the whole investment, and this too for years, or as long as they attend school.

When the school officers see it in this light, they will provide these necessary articles promptly and cheerfully.

Non-resident tax-payers bear their proportion of the expense, so that it falls very lightly on those who really are very largely and permanently benefited by these invaluable helps.

The drought that has prevailed in the Western portion of Texas has been unusually severe. Many families have moved away, and if the sufferers who remain are not given assistance, absolute want will visit many a Western home. That it would be unconstitutional for the government to appropriate funds for their relief, the strictest constitutionalist will not affirm.

As great want—a need of food for the immortal minds of about 6 000 000 illiterates in the Union—exists to-day, and yet politicians say it is wrong to render aid to those who are calling for the intellectual bread of life.

The Constitution should be the bulwark of enlightened liberty, and should not be used to strengthen ignorance, which is only one form of slavery.

Brethren, let us plant ourselves upon the Constitution, but let us not stand so straight upon it that we shall lean backwards.

Prof. Tallichet read a learned paper upon "Language" at the late meeting of the State Teachers' Association. We trust we shall see it in print, when we shall give the readers of the

JOURNAL some of the better extracts from a remarkably good essay.

"Rose of Tanglewood" read an interesting paper at the Austin meeting and was highly complimented, as was Miss Narnie Harrison, who responded to the address of welcome in a unique and interesting style.

Prof. B. M. Howard, formerly of Hillsboro, is to be Superintendent at Waxahachie this year; Vice-Prof. Calloway, who resigned to enter the practice of law.

There has been great political excitement in Texas this summer, and much bitter feeling has been manifested. When we reach that higher plane of education, where culture brings charity and magnanimity, men will engage in politics with clean hands and cool heads. Teachers, we must help solve political questions, and we can best do so by training our pupils to be liberal minded, to be guided by reason rather than passion, and, above all, to seek the right and then to do the right. By this means we can work not only political reform, but every other reform that is necessary to the welfare and happiness of the race.

LET us remember that the United States Senate—an intelligent and patriotic body of men—voted by a majority of more than three to one, that it was best and proper and constitutional to expend \$77,000,000 for educational purposes. With this help we can keep the schools open nine months in the year, and pay our teachers a proper living salary, without materially increasing the taxation.

WHY NOT?

WHY not excuse those States from participation in the benefits of the Blair Bill which are conscientiously opposed to the measure on the score of its being unconstitutional? To be sure, the ablest lawyers in the land believe it is constitutional—that it is necessary—that it is wise—and that it is patriotic.

Now let those States who believe in it have the \$77,000,000 divided *pro-rata* between them, and those States which are opposed to it, be excused from participation in the proceeds—the bill which passed the Senate by so large a majority—more than three to one.

Col. A. E. Coyle, of Nashville, Tenn., in a late address, said:

"This bill gives to the States, to aid the public schools, \$77,000,000, and the bill was so drawn that the South gets \$31,000,000 of that. Mr. Sherman, in the Senate, opposed the bill because he said the North paid eight-tenths of the taxes and the South got eight-tenths of the money.

Why shall the South not accept this \$31,000,000? Why, pray why? Look at our condition. By a stroke of the pen the property of Southern peo-

ple to the extent of \$1,200,000,000 was converted into citizens. In addition, we are taxed to pay the cost of our subjugation, a debt originally of \$3,000,000,000. In addition, we are taxed to pay millions and millions in the way of pensions to the Union soldiers. Besides, our country was laid waste, and our lands reduced to half their former value. In our poverty we are feebly trying to establish a system of public schools, and the fund we raise has to be applied to both races. I say feebly. In Tennessee we have about 500,000 children that ought to be at school; 231,000 of them never see a school-house.

We are nearly at the foot in illiteracy. We have 90,000 women raising families who can neither read nor write. Now, we need this money, don't we? Who among those who fight this measure will favor doubling our State and county taxes? Can any man be found? Will a single man be elected to the legislature who favors it? And yet all say something must be done. The system must be improved. How can it be done without money? If in our condition a man has the courage to oppose the Blair Bill he ought to have the consistency to support increased local taxation."

MULTIPLY Educational Meetings, Exhibitions, Reading Circles, Debates, Spelling Schools.

Get the people together often; make the meetings short, spicy, interesting, instructive—and, our word for it, interest in your school and in your work as teachers will be greatly increased.

AUSTIN.

[From the *Statesman*.]

[Most respectfully dedicated to Judge Pendergast by the lady delegates from Fort Worth to the Teachers' Convention at Austin.]

We drove o'er the bridge at sunset,
When the clouds were fringed with gold,
And tinsels of amber and azure
Blent softly in every fold;
But the touch of that holy splendor
To mortal can never be told.

"How often, oh! how often!
We've stood on the bridge since then,"
And gazed on that art-piece of heaven
Too lofty for tongue or pen—
A sketch for the brush of angels,
But not for the daughters of men.

There are visions deep-seated and lasting,
That are stamped with a wondrous power,
As we daily along life's journey,
In some thoughtless, dreamy hour,
Filling the soul with fragrance,
Like a beautiful wayside flower.

And such is our retrospection
Oh! grand old city, of thee,
And memory shall feast on thy splendors
And thy warm hospitality—
For sure, in thy princely honors,
None were more favored than we.

And when pensive Autumn shall greet us
With her burden of fall and care—
Like emerald spots in the desert
Will spring up here and there,
Sweet recollections of Austin—
A city noble and fair.

Fort Worth, 1886.

OUR PREMIUM.

We have intimated before what, and how much, our subscribers get when they take the *Weekly World*, as a Premium with the AMERICAN JOURNAL OF EDUCATION.

Here is another illustration of the fact as stated by the *Boston Traveler*. Look it over and see what you get for 50 cents with the AMERICAN JOURNAL OF EDUCATION—both sent post-paid one year for \$1.50.

"It may surprise some readers to learn that the entire contents of the magazine, set in ordinary newspaper type, fill only two pages of THE WORLD." This thought occurs to the *Boston Traveler* in connection with THE WORLD's reproduction in a supplementary sheet of the first number of *Literary Life* as issued under Miss ROSE ELIZABETH CLEVELAND's editorship.

The fact stated by the *Traveler* affords a fair illustration of the enormous amount of labor, energy, perseverance and ability devoted to the publication of a great newspaper like THE WORLD, and which becomes actually marvellous in the Sunday edition. Every day, with only a single sheet supplement, THE WORLD publishes five times the contents of this monthly magazine. With the New Jersey and Brooklyn editions added to the main paper with a single-sheet supplement, the contents of the daily issue are seven times as large as the contents of *Literary Life*. In a Sunday 24-page paper they are twelve times and in a 28-page paper fourteen times as large. And this immense amount of matter is collected, written, revised and put into type, except perhaps a few columns of the advertisements, within the twenty-four hours intervening between two days' issues.

To gather this wonderful mass of intelligence every quarter of the globe and every part of the country are put under contribution. The cables, the land telegraph lines and the telephones play their part in the astonishing work. Hundreds of brains are contributing their share in collating, condensing and commenting on the news. Every

QUESTION OF THE HOUR.

is intelligently and thoroughly examined and discussed. A kaleidoscope view of the doings of all the world, its policies and passions, crimes and casualties, misery and happiness, is placed every morning before the eyes of the people.

Probably very few of our readers will have given a thought to these facts until they read these lines. When they do read them, will they not be ready to admit that the journal which expends so much energy and industry, so much genius and intelligence in the service of the people, and at the same remains faithful to public interests, steadfast in support of the right, strong in denunciation of wrong and injustice, earnest in its effort to improve the condition of the poor, fearless in its criticisms of the rich and the powerful, deserves the gratifying and wonderful success that has attended THE WORLD under its present ownership and management?

Do you want our Premium? We send this, or the weekly ten page *Globe-Democrat* and the AMERICAN JOURNAL OF EDUCATION one year, post-paid, for \$1.50.

HERE it is—

A glance, a pressure of the hand—
And, ere the sky had lost its gold,
A newer glory filled the land:
The old, old tale of love was told.

THE expenditures voted by the House of Representatives in Washington the last session of Congress exceed \$383,000,000, while Mr. Manning estimates that the revenues will not exceed \$362,000,000, leaving a deficit of more than twenty millions to be drawn out of the surplus.

FOR DECLAMATION.

'Tis the part of a coward to brood
O'er the past that is withered and dead;
What though the heart's roses are ashes and dust?
What though the heart's music be fled?
Still shine the grand heavens o'erhead,
When the voice of an angel thrills clear on the soul,
"Gird about thee thine armor, press on to the goal!"

If the faults or the crimes of thy youth
Are a burden too heavy to bear,
What hope can rebloom on the desolate waste
Of a jealous and craven despair?
Down, down with the fetters of fear!
In the strength of thy valor and manhood arise,
With the faith that illumines and the will that defies.

"Too late!" through God's infinite world,
From his throne to life's nethermost fires—
"Too late!" is a phantom that flits at the dawn
Of the soul that repents and aspires.
If pure thou hast made thy desires,
There's no height the strong wings of immortals
May gain
Which in striving to reach thou shalt strive for
in vain.

Then up to the contest with fate,
Unbound by the past which is dead!
What though the heart's roses are ashes and dust?
What though the heart's music be fled?
Still shine the fair heavens o'erhead;
And sublime as the angel who rules in the sun
Beams the promise of peace when the conflict is won!

—[By the late PAUL H. HAYNE.]

KENTUCKY.

"QUESTION: Have the managers of the Kentucky Teachers' Reading Circle made a mistake in not limiting the course to strictly professional reading?" asks the *Purchase of Wingo, Ky.*

We answer, no, sir. It is just the thing the teachers need to do—this outside reading—and all knowledge thus gained and gleaned can be used to the best possible advantage in the "profession." Let us broaden out in our culture and aims and efforts.

FROM that most admirable and timely article in *The Atlantic Monthly* for Sept., we make the following extract:

"The saloon is an arrangement for the maintenance and propagation of the worst vice with which humanity is afflicted; a vice which destroys every elevating influence, kills shame, manhood, ambition, family affection, honor, all that makes life worth living; a vice which fosters brutality, self-indulgence, and all the train of ignoble and degrading passions and inclinations."

This is all true. The saloon must go.

THIS is plain talk on the part of Col. A. S. Colyar, of Nashville, Tenn., but it is true. He says:

"To talk of improving our schools without Federal Aid, is a disgraceful mockery and a brazen-faced insult to common sense. To declare for public schools and oppose all known means to help them along, is the impudent balderdash of a miserable demagogue."

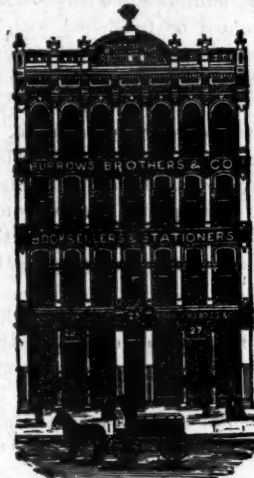
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J. B. MERWIN..... }

ALL RIGHT.

Now let every one of the 20,000 teachers in the State of Illinois go to work to give Dr. Richard Edwards, of Princeton, the nominee for State Superintendent of schools, a strong, rousing majority. He is a life-long educator, experienced, honest and fully competent.

He began teaching in the district schools in 1843. Graduated from the State Normal School at Bridgewater, Mass., in 1844, and taught one year under Thomas Hill, afterward President of Harvard University. He entered the Troy Polytechnic School in 1848, and, after graduating, became professor of mathematics in the State Normal School at Bridgewater.

He accepted the principalship of the Massachusetts State Normal School at Salem, in 1851, and remained there until 1857, when he came to St. Louis and organized the Normal School of this city. Later he accepted the Presidency of the Illinois Normal University, the head of which he continued until 1876. Dr. Edwards has dedicated two-thirds of all the high schools in the State of Illinois. He is in the prime of life and in vigorous health, and should be elected by an overwhelming majority.

ILLINOIS.

THE constitution of the state of Illinois says—as that of every other state should say—

“The General Assembly shall provide a thorough and efficient system of free schools whereby all children shall receive a good common school education.”

The General Assembly, in compliance with the Constitution, made the present school law, which provides in section 48, under the duties of directors, that:

The directors shall establish and keep in operation for at least one hundred and ten days of actual teaching in each year, and longer if practicable, a sufficient number of free schools for the accommodation of all children in the district, and shall secure to all the right and opportunity to an equal education in such free schools. They shall direct what apparatus shall be used.

In other words, it is made the imperative duty of the directors to give the children in their district (even if poor and small) an “equal education” with the children in other districts.

The constitution and laws recognize

the fact that the poorest child in the State has an “equal right” with every other child to a “good common school education.”

How many are receiving “a good common school education,” in Illinois?

What can we do to increase the number?

Are we doing our full duty to ourselves or to the children?

It has been clearly shown that very much more information can be gained if the school be furnished with the proper implements, such as a Globe, Outline Maps, Reading and Writing Charts, Blackboards, etc.

Children not only learn more, but they are able to fix what they do learn clearly in the mind, and to hold it until it becomes a part of their very mental constitution—growing with their growth and strengthening with their strength.

More than this, these things have increased the attendance in all those schools where they have been furnished.

Children at once take more interest in their lessons, and attend more regularly.

In Chicago out of over 50,000 children enrolled, only 121 graduate from the High School each year.

In St. Louis, out of 50,000, only 83 complete the High School course.

Now, if this is the case under the best organized system in our large cities, what must be the school attendance in the country districts, where, for various reasons, children are out of school half the time and more?

In fact there are over 600,000 children growing up who do not attend school at all in this country. What is to be the result of such a mass of ignorance and illiteracy? All these should be in school nine months out of the twelve.

This becomes a vital and important question to teachers, school officials and tax-payers.

SUCCESS IN LIFE.

OUR Teachers it seems to us should teach and train the pupils all the time into the idea that no life has attained anything like completeness unless it issues constantly in that kind of helpfulness which was one of the divinest characteristics of the greatest of teachers. Every human life is a failure, no matter what its achievement, unless it is a constant force making for the well being of other men and women. There never was and there never can be such a thing as a great life isolated from society and lived alone; for the end of all true living involves this kind of fruitfulness, as truly as the end of the seed which makes the harvest involves the grain which sustains and nourishes the world. To have the spirit of helpfulness, and to manifest it, lies, undoubtedly, within the purpose of most men

and women; he only realizes it on a large scale in whom it becomes the most prominent characteristic of his life.

They make a great mistake who suppose that this helpfulness, requires large means or high position or unusual opportunities.

These things are all valuable and invaluable to those who know how to use them; but they are never essential to a really helpful character and career; that which is essential, and that which lies within the eye and reach of every human being, is the spirit of helpfulness, the controlling desire to so live as to make other lives easier, happier and more useful.

He who should set out to show his helpfulness, only by a series of definite acts, might do some good, but this good would be small compared with that which would be accomplished by one whose whole life lent itself, through the unconscious action of its own spirit, to ministration to other lives.

HAPPY HOMES.

PROF. B. G. NORTHRUP writes us that “over three hundred of these village improvement associations have been organized within a few years, and the work is now advancing more rapidly than ever. The improvements of one town or city are often copied by its neighbors. These examples, with their manifest results in many States, now give a cumulative force to this movement, and warrant the hope that instead of three hundred, there will soon be three thousand such associations spreading wide abroad their beneficent influence in bettering homes as well as towns.

The home should always be the objective point. “The hope of America is the homes of America.” When every citizen is stimulated to make his own home neat and attractive, the entire town becomes inviting. The homes of any people plainly tell their state and traits—their thrift and ambition, or sloth and improvidence. It has long been my desire to do my utmost to improve the homes and home-life of the American people, and help in the practical realization of the cardinal truth, that the chief privilege and duty of life is the creation of happy homes.”

DID you notice Miss Brackett's “Please answer?” and will you comply?

FREE schools, free colleges, free universities, are primarily intended to turn out wise, patriotic, expert citizens.

LET every teacher keep asking for the \$77,000,000 to be expended during the next ten or twelve years, to help educate the people, and to keep the schools open nine months in the year.

Let the minimum salary be \$50.00 per month.

THE National Summer School of Methods held its second annual session at Saratoga, N. Y., between July 19th and Aug. 6th. This school was established by Mr. Chas. F. King, of Boston, who has spared no exertion to secure the well-deserved success that has been his reward. 219 teachers from all sections of the country, from 26 States and Territories, have been in attendance this year, and express great satisfaction with the generous programme so faithfully carried out by the Management. This school promises to be a permanent institution at Saratoga.

THE reason why children in the schools learn so much more, and so much faster, and know what they do learn so much better, when Maps and Blackboards are used—is because the Eye is a much more intellectual organ than the ear.

This is shown from the fact that two hundred thousand people will spend their money to visit St. Louis this fall, to see the illumination and the parades—instead of being satisfied to read about it in the *Globe-Democrat* which they can buy every day for five cents!

Is there not in this fact, a strong argument for our teachers to urge the necessity for visible illustration with Maps and Globes?

“THE CULT OF YOG.”

“IT is far better to be a Jeffersonian Democrat than to be a Yogi, even a first-class Yogi, who can sit in St. Louis and converse with other first-class Yogis in the mountains of Thibet,” says our morning contemporary in a recent editorial. We profess no ardent desire to be either a Jeffersonian Democrat or yet a Yogi; but we accept the writer as sufficient authority as he seems to add to the views of the former, the facile and somewhat technical expression which belongs to the latter. We sympathize deeply with what as a Yogi, the editor would term this “dual existence;” and with what as a Jeffersonian Democrat he must regard as an unnecessary invasion of the rights of the individual in being required even so much as to consider and condemn interests so remote and intangible as the “Cult of Yog.” It must be quite a strain to feel that “Mme. Blavatsky, Isis Unveiled, A. P. Sinnett, astral bodies, spiritual communications, neophytes, illuminati, Yogis, Nirvannas, transmigrations, periods of flux and reflux, and all the rest of it—is rot, simple rot;” [we disclaim sponsorship for the spelling and grammatical construction] and at the same time to be compelled to recognize that the many otherwise sane and intelligent believers in this “rot” are entitled to the compliment paid Professor Bryant when his rights, as a “Jeffersonian Democrat” as well as a citizen engaged in attention to his own duties and responsibilities, are ruthlessly invaded that he may be used “to point a moral or adorn a tale.”

As we always desire to relieve our fellow beings in distress by answering literary conundrums, we shall attempt to furnish thus much of an anodyne to the nerves of our excited co-worker. After defining a Yogi by saying, "if in becoming Yogis they come to resemble Prof. Bryant in high moral character and intelligence, neither the city of St. Louis, the State of Missouri, nor the world in general will suffer thereby," the writer pathetically asks: "But is there any authority in the letter of the written law or the spirit of unwritten American institutions to show the children or the adults of Missouri how to become Yogis at public expense?" We can comfort him in his grief at the supposed contravention of statute law by assuring him that there is; without seeking other or more fundamental authorities, he may confirm our statement by turning to the *Republican's* report of the decision of the Court in the case of Roach vs. the Public Schools.

Having thus done a neighborly act we feel entitled to suggest that possibly the writer has confused Jeffersonian Democracy with Calhounism or Bourbonism. Without regarding Jefferson as final authority for all the exigencies of public life which have developed since his time; without even regarding him as the one intelligent man of Revolutionary times; without that idolatry which leads either to praise without knowledge or the devoted study due to the one safe guide in any direction of applied power; we do still profess to have been taught "the rudiments of an English education," and to have learned in our Common School History that Jefferson was so progressive a Democrat as to believe specially in the social and commercial value of an education which did not greatly differ from the "Cult of Yog." In fact we were then taught to believe, and have since had such belief strengthened, that in measures for supporting public education, in his attitude towards the question of emancipation, and in his belief in a government of the people, for the people, and by the people, he had anticipated wise political measures which those not of his own party were to use as the capstone of their political structure.

But it may be that we misunderstand the writer's actual grievance, and that he is really protesting against an undue preponderance in the matter of culture under the management of the School Board as now constituted and as guided by the great and varied abilities of the officers to whose control they commit the practical direction of the schools. In this case we can express no opinion, and offer but little aid in the way of suggestion; for as despite of the "Cult of Yog and Jeffersonian Democracy" the composition of the School Board is wholly dependent upon the will or the whims of those who form the constituency of the several wards, we do not see why if the present incumbents manifest such an extravagance of culture, they should not be replaced by others who fairly repre-

sent the wishes of those who ultimately control the conduct of the schools whether they be Jeffersonian Democrats, Yogis, Radical Republicans, or a combination of all these. The State as it seems to us has the same basis of rights whether these be approached through the doctrines of the Federalists or those of the most communistic Democrats. It is not what the State may have the right to do, but what each community considers expedient to have done by the State—this is at once the question for discussion, and the limitation to what the city of St. Louis, the State of Missouri, or any other commonwealth can do either in accord with "the letter of the written law, or the spirit of unwritten American institutions." C.

THESE tools, a Globe, Outline Maps, Charts and plenty of Blackboard, become to the teacher what the sledge hammer is to the blacksmith, the saw to the carpenter, the axe to the woodman, or the plow to the farmer.

Therefore, no district, however poor, can afford to do without these necessary helps.

With *Blackboards*, *Outline Maps*, and a *Globe*, any teacher can do from two to six times as much work in quantity, and tenfold better in quality. The use of these much-needed implements can not be too strongly urged upon school officers and teachers, because they are as essential as desks and seats, to the success of the school.

A COURTEOUS, dignified manifestation of affection is a most beneficent education in the family life; it is the most refining influence that can be brought to bear in forming the manners and usages in the home life.

A Famous Railroad.

The "BURLINGTON ROUTE," C. B. & Q. R. R., is the only through line, with its own track, between Chicago, Peoria or St. Louis and Denver, either via Pacific Junction or Kansas City. It is the popular line to Council Bluffs, Omaha, St. Joseph, Atchison and Kansas City. It has unsurpassed equipment, perfect roadbeds, steel tracks, and, at important points, interlocking switches, thus assuring comfort and safety. It traverses the six great States of Illinois, Iowa, Missouri, Nebraska, Kansas, Colorado, with branch lines to their principal cities and towns, and makes direct connection at its junction points with all branch trains. It runs from one to three elegantly equipped trains over its own tracks every day in the year between Chicago and Council Bluffs, Omaha, Denver, St. Joseph, Atchison, Kansas City, Dubuque, Sioux City and St. Paul; St. Louis and Rock Island, St. Paul and Omaha; Kansas City and Denver, Omaha, Council Bluffs, St. Paul, Chicago, Des Moines and Indianapolis; Peoria and Burlington and Kansas City.

At each of its Eastern and Western terminals, it connects in grand union depots with through trains to and from all points in the United States and Canada. It is the principal line to San Francisco, Portland and City of Mexico.

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Our **BOOK OF INSTRUCTIONS** (which every outfit contains) has over 75 specially prepared designs and diagrams showing how to CUT FORMS for NEARLY EVERY VARIETY OF FLOWERS and giving every possible and minute detail so clearly that any person can, with a little practice, become an ADEPT in this beautiful ART.

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LOUISIANA

EDITION

American Journal of Education.

\$1.00 per year in advance.

GEO. D. ALEXANDER, Minden, La. { Editors.
J. B. MERWIN. }

A RINGING SPEECH.

HON. WILLIAM PRESTON JOHNSON, of the Tulane University, New Orleans, delivered an able and eloquent address upon "Education in Louisiana," at the National Teachers' Association, held in Topeka.

We shall give some of the strong points of this eloquent address from time to time.

President Johnson said:

"There are men in Louisiana whom no prospect of worldly advantage, nor fear of toll or unpopularity, and no dearth of immediate results, can restrain or tire in a noble ardor to lift that State from the Slough of Despond. The flat has gone forth. The awakening has begun. Already we see the evidences in city and town and hamlet and remote country side.

But the giant has not yet put on his strength, and the labors of the future are, in proportion to those of the past, as a mountain to a mole hill. There is a faith that shall remove mountains, and verily the mountain of ignorance shall be removed and thrown down and cast into the sea."

Let us all take hold and work for a nine months' term of school in every district in the State.

We have scarcely begun to discuss the question of "Federal Aid" to Education as yet—and still the ablest constitutional lawyers in the United States Senate from all sections of the country voted *three to one* to appropriate \$77,000,000, to educate the illiterates of the country—a measure as wise as it was patriotic and necessary.

Let it be discussed in every school district in the land.

AN intelligent trained man is two or three men in one, in comparison with an untrained man; and outside of politics, and outside of parties, the suggestion is full, brimful, of significance, that the way to make the majority always powerful over any minority, is to make its members trained and intelligent as the minority itself. That brings the equality of citizenship; and no law can reasonably confer and maintain, in the long run, equality that is not upheld by culture and intelligence.

THE food for moral culture is not the law of morality, but the perception and appreciation of moral duties and the performance of moral actions. For the growth of the moral nature the soul should be fed on moral sentiments and examples of noble actions.

MANUAL TRAINING SCHOOL, WASHINGTON UNIVERSITY, ST. LOUIS.

THE SEVENTH YEAR of this school will open on Monday, Sept. 18th. New students who have not yet been examined and accepted must present themselves on the 10th, as explained below. All "conditioned" pupils must also be present on the 10th.

EXAMINATION FOR ADMISSION.
Friday, Sept. 10th.

Candidates must present themselves between 8 and 9 o'clock, with certificates of good character, and with three dollars in cash with which to pay the examination fee. If the candidate is admitted, this fee will be credited to him on his term bill.

No boy whose age is less than fourteen years will be examined. Boys under fifteen should bring a certificate of age from home.

The written examination will comprise: Arithmetic, through Interest; Geography, including Map-Drawing from memory; English Composition, including Spelling and the correction of False Syntax.

There will be oral examinations in Mental Arithmetic and Reading. No account will be taken of Mechanical tastes or technical skill.

Candidates for the Middle and Senior Classes may apply at the same time.

COMPETITION FOR SCHOLARSHIPS.

A number of scholarships, free or partly free, have been established by the founders of the school, and it is the duty of the managers to fill a certain number of these each year. These scholarships were founded for the benefit of poor but respectable and promising boys. Several have already been assigned to members of

the new class and it is now proposed to offer several for competition.

Poor boys are not equally poor. The son of a widow without means is more needy than a boy whose father is earning fair wages. Some parents would gladly pay one-fourth or one-half the actual cost of their boy's tuition, but can not pay the whole.

Accordingly, the scholarships to be won are placed in three classes as follows:—

1st. Five half Scholarships, each worth, \$30.00 per year.
2d. Eight three-fourths Scholarships, each worth \$45.00 per year.

3d. Ten free scholarships, each worth \$80.00 per year. Total over eleven hundred dollars.

Every boy who wishes to enter into competition for one of these scholarships, must present three papers:—

1. A statement, signed by a parent or guardian, to the effect that the boy is actually poor and needs assistance to enable him to attend the school. The parent should also say how much of the tuition fee he can pay, i. e., for which of the above scholarships the boy is to compete.

2. A letter from some well-known citizen, vouching for the respectability of the family and endorsing the application for assistance as proper and just.

3. A certificate of good character and at least average ability on the part of the boy himself from a former teacher.

NOTE—The indorsement of one of the Board of Managers, or of a University Director, is conclusive of eligibility.

Competition will be on the regular examination for admission. In mark-

ing the performances of the competitors,

Written Arithmetic will be marked on a scale of..... 30
English Composition and Spelling will be marked on a scale of..... 20
Geography will be marked on a scale of..... 20
Mental Arithmetic will be marked on a scale of..... 10
Penmanship will be marked on a scale of..... 10
Reading will be marked on a scale of..... 10

Total.....100

WOULD it not be well for our Educational papers to drop some of this "cant about 'Dont's' and 'Do Not's,'" and take up the other side and point out what *can* and what *ought* to be done!

The positive or aggressive policy and person, *wins*.

"The Lord helps those who help themselves," it is said—and we believe it.

When you look over the pages of this JOURNAL you will see how, by circulating it liberally among the taxpayers, you *help yourselves*.

We show the value of your work and its necessity and importance.

We ought to have 200,000 subscribers among the teachers of the United States, instead of 20,000. It would be a paying investment too—if the teachers would secure our Premium and give us the 200,000 circulation.

FAITHFULNESS in little things fits one for heroism when the great trials come.

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19-8-17

Mention this Journal

WHAT IT COSTS.

THE drink and tobacco expenditure direct—is enormous; the indirect expenditure from loss of health is more.

Suppose your cigars to average only five cents each and cigarettes twenty cents a package, tobacco a dollar per pound in retail form, beer five cents a glass, and spirits five cents—prices which are certainly not as high as those paid by most customers, the cost of these articles to the people of the country is \$1,189,000,000, or \$19.82 for every inhabitant. This burden is borne by about \$20,000,000 wage-earners, however, and for them it averages \$59.46 cents yearly. All the money that trade unions have added or will ever add to the wages of labor will not equal half the sum spent last year, mainly by working people, in the consumption of liquor and tobacco which cost them much our \$800,000,000."

HORSFORD'S ACID PHOSPHATE

Is a preparation of the phosphates of lime, magnesia, potash and iron, in such form as to be readily assimilated by the system. Descriptive pamphlet sent free. Rumford Chemical Works, Providence, R. I.

LET us agitate for a nine months school during the year, in every State in the Union! Ignorance costs. Intelligence pays.

Hay Fever is a type of catarrh having peculiar symptoms. It is attended by an inflamed condition of the lining membrane of the nostrils, tear ducts and throat, affecting the lungs. An acrid mucus is secreted, the discharge is accompanied with a burning sensation. There are severe spasms of sneezing, frequent attacks of headache, watery and inflamed eyes. Ely's Cream Balm is a remedy that can be depended upon. 50 cts. at druggists; by mail, registered, 60 cts. Ely Bros., Druggists, Owego, N. Y.

NUMBER TABLETS.

THE era of slates in our schools is fast receding. Slates are noisy, deleterious to eye-sight, and injurious to mental discipline. No patent trapping can overcome the first objection.

The school officials of Germany have condemned their use in the schools on the second ground alone; and the ease with which the work can be erased (the student writing trial results with little thought, thus leading to carelessness and inaccuracy) shows the truth of the third.

The advantages of the tablets are:

1. They are noiseless—they are to be preferred to loose paper, being more economical and convenient.
2. The dull lustre of the unsized paper is much better for the eye than is the slate.
3. The work, if in pencil, is nearly, if in ink, absolutely, permanent.
4. As changes can be made with difficulty, care is exercised by the pupil and accuracy and attention secured.

THE LIGHT THAT IS FELT.

BY JOHN G. WHITTIER.

A tender child of summers three,
Seeking her little bed at night,
Paused on the dark stair timidly—
"Oh, mother, take my hand," said she,
"And then the dark will all be light."

We older children grope our way
From dark behind to dark before;
And only when our hands we lay,
Dear Lord, in Thine, the night is day,
And there is darkness nevermore.

Reach downward to the sunless days
Wherein our guides are blind as we,
And faith is small and hope delays;
Take Thou the hands of prayer we raise,
And let us feel the light of Thee!

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THE nation has its roots in our public schools, and national life is being fed from this source. Whatever today we put into these schools will manifest itself in the national life of the next generation. As the life of a nation consists in the virtue of its people, it is the duty of every citizen to see that the system of popular education established by the state affords that moral education which alone can give dignity and virtue to the citizen, and secure "good government through good citizenship."

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SPELLING.

ONE of President Lincoln's most esteemed friends was ex Governor Tod of Ohio. He was a quaint character, and Lincoln loved him for his honesty, ability and native shrewdness. One evening, when Gov. Tod was in Washington, Lincoln invited him over to the White House. They had a long chat together, when Lincoln finally said: "Look here, Tod, how is it that you spell your name with only one d? I married a Todd, but she spelled her name with two ds. All of her relatives do the same. You are the first Tod I ever met who spelled his name with so few letters." Gov. Tod looked at Lincoln for a moment in his peculiarly quizzing manner, and then replied: "Mr. President, God spells His name with only one d, and what is good enough for God is good enough for me." President Lincoln used to repeat this story to his most intimate friends, and every time he did so he would laugh until the tears ran down over that furrowed but grand face.

AN ALLEGORY.

PROFESSOR C. M. WOODWARD.

THE educational forces are changing front. One after another, the division commanders are discovering that the most direct and practicable route to the citadel of Strong Independent Manhood and to the high ground of Good Citizenship lies through the territories of Modern Life, Modern Science, Modern Activities and Modern Thought. The old route involved a flank movement and a long detour into the Territory of the Ancients, to the Heights of Classic Culture, from which, as a base, the whole Modern Country was to be attacked. Educational critics for many generations have agreed in the opinion that the old plan of campaign was the only one that was safe and sure. The undoubted success of many such movements in the past gave color to such views, and every suggestion of a better and more direct road was met by the fact that nearly every successful general in history had marched by the old path. To be sure this was not strange, inasmuch as no fairly equipped forces had ever attempted the direct road. Nevertheless, the feeling in favor of a change has been gaining ground.

On the one hand it has been urged that the ancient road lay through a Dreary Country, abounding in books and preserved symbols to be sure, but dry and sadly deficient in living things, and opportunities for showing one's parts. It is said that a great majority of the troops on that long journey drop out of the ranks and straggle into the Modern Country in a very sorry condition, having never seen the Heights of Classic Culture, or only in the dim distance. On the other hand,

those who in defiance of all the traditions have dared to make the direct assault with such irregulars as could be got together, have reported the discovery of practicable routes, a most genial climate, an abundant supply of fresh food, and excellent opportunities for both deep strategy and practice at arms. Moreover, it is claimed by those who know something of both roads (and hence are qualified to speak on the subject) that the new road gives the best promise of gaining the High Ground of Independence and Citizenship; and that from these points the capture of the Heights of Fine Arts and Culture will be more certain than ever. Hence the pulling down of old walls and the gradual change of front.

A BETTER WAY

BAD books and papers abound and besmirch and poison multitudes of youth. They are the chief cause of juvenile crime. The testimony of the Superintendents of "Reform Schools" is strong and startling on this subject. How can we stem this evil tide? One preventive should be applied directly to the young, on the theory that you keep the chaff out of the bin by filling it with wheat. Though there are many bad books, there are far more good ones.

With a full arsenal at command it is easy to fight the bad with good. Many of our ablest authors are writing admirable books for children. Dwight Holbrook's *List of Books for the Young* is well fitted to aid teachers and parents in adapting books to the age and perceived needs of youth. Many thousand copies of this list have been gratuitously circulated. By sending a two cent postage stamp to E. L. Kellogg & Co., 25 Clinton Place, New York, for expense of mailing, any one can get a copy of this valuable list.

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RECENT LITERATURE.

"EX-PRESIDENT PORTER ON EVOLUTION" is the title of the opening article in the forthcoming September number of *The Popular Science Monthly*. It is by Mr. W. D. Le Sueur, already well known as an able writer on the relations of theology and evolution, and is an outspoken review, as entertaining as it is effective, of Dr. Porter's recent address before the Nineteenth Century Club.

MR. GEORGE ALLEN, of Newbern, N. C., sends us "Allen's Forty Lessons," in Double Entry Book-keeping, (as used in actual Business) prepared for use in Graded and High Schools. Complete in Itself.

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The subject has been condensed so as to render it possible to introduce it into the most crowded school curriculum, without consuming too large a portion of the valuable time of the pupils.

MILTON BRADLEY Co., Springfield, Mass., send us *The Kindergarten and the School*, a beautiful and specially useful and helpful book which has been prepared by four women, some of whom are kindergartners and all practical teachers. There are five papers as follows: *Fröbel—The Man and his Work*. By Anne L. Page, Danvers, Mass. *The Theory of Fröbel's Kindergarten System*. By Angeline Brooks, New Haven, Conn. *The Gifts and Occupations of the Kindergarten*. By Angeline Brooks. *The Use of Kindergarten Material in the Primary School*. By Mrs. A. H. Putnam, Chicago, Ill. *The Connection of the Kindergarten With the School*. By Mrs. Mary H. Peabody, New York. There is a steel plate portrait of Fröbel, and wood engravings and plates in colors illustrating the paper on the gifts and occupations of the kindergarten.

THE September number of the *Southern Bivouac* fully sustains the reputation so well earned during the past two years. It opens with the second and concluding paper by F. G. de Fontaine on the "Bombardment of Fort Sumter."

J. Esten Cooke, William H. Hayne, W. G. McAdoo have poems in this issue, and one signed S. C., entitled a "South Carolina Bourbon" is a very striking sketch after the manner of Dobson. The *Southern Bivouac* is published at Louisville, Ky.

It is supposed that eight persons on an average read every paper issued before it is destroyed. This would give us 160,000 readers for every issue of this JOURNAL.

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ANARCHISTS.

THE following statement of facts, which we clip from an article on page five of this issue, assumes a startling significance in connection with the devilish conduct of the Chicago anarchists. When we realize the loss of life, the crime and poverty and sorrow which will grow out of the murders they committed—besides the direct cost of their arrest, trial, conviction and hanging—all this, shows us, how "Ignorance costs"—but here is the significant statement:

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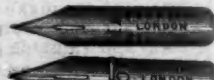
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